Summer Reports *(only)* to be posted to the Director, Parents' Union School, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form *(a)*, how the child has worked during the term ; *(b)*, if there has been any handicap on account of illness during the term ; *(c)*, the reason for the omission of any subject in the examination.

$$\begin{pmatrix} \textit{September to December, 1924.} \\ \textit{January to March, 1925, in the Dominions.} \end{pmatrix}$$

Parents' National Educational Union.

The Parents' Union School.

(*Address* : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

(He shall) " pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM I. (A and B)

PUPILS' NAMES................. ....

....

Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B For Bible passages see *The Bible for the Young :* (*a*) *Prophets and Kings*, pp. 50-69 (New Edition, pp. 98-128 : omit questions), by Dr. Paterson Smyth (P.N.E.U. Office, 2/-). (*b*) *St. Matthew's Gospel* (P.N.E.U. Office, 2/-), lessons i.-vii., inclusive. [Suitable stories from *I. Kings* xvi., v. 29-xix., xxi., xxii. ; *II. Kings*, ii., iv., v., xiv., and *Jonah ; St. Matthew* i.-ix., v. 35, inclusive.] In teaching, *read the Bible passages* ONCE *and get the children to narrate* ; teacher study the Lesson (Paterson Smyth) to bring the passages home to the children, adding comments if necessary. Children might use *Bible Atlas* (S.P.C.K., 1/-). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.), *or, A Child's Book of Prayer*, by the Rev. J. E. Ward (Elliot Stock, 6d.).

Sunday reading (optional) :

A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 219-299. *The Story of Nelson* (Nelson, 1/6).

B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), *or, The Child's Book of Saints* (Dent, 2/-), may be used.

† The **100th** term of work set since the Parents' Union School began.

A & B *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S.,
3/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K.,
2/6). *The Winchester Hymn Supplement* (Warren,
Tunes 1/9, Words 4d.) Optional: *The Book of the
Chinese Baby*, by M. Entwhistle (U.C.M.E., 1/-).

Writing.

A New Handwriting* by M. M. Bridges (P.N.E.U.
Office, 5d. each card; teacher to study instructions, 6d.).

A   Card 1, lines 3 and 4; card 3, lines 3 and 4, or continue.
Two letters to be mastered each lesson. Transcribe
from reading books, and write words and short sentences
from dictation; words must be visualised beforehand (see
Home Education, pp. 240-243).

B   Card 3, lines 3 and 4, or continue; one letter to be
mastered each lesson. Write, and print, letters and
words from dictation as well as from copy (see *Home
Education*, page 234).

BEGINNERS.—Left-hand half of card 4 of The "*New Hand-
writing*."

Tales.

A   *The Pilgrim's Progress** (R.T.S., 9d., *or*, better, 2/6),
Part II., from the "Two Lions" to "Matthew marries
Mercy." *Tales of Troy and Greece** by Andrew Lang
(Longmans, 5/-), pp. 239-287.

B   Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's
Fairy Tales (both, Oxford Press, 1/6, or Dent, 2/-), may
be used. Three fables, Æsop's *Fables* (Murray, 2/6).

English History.

A   *Our Island Story*,* by H. E. Marshall (Jack, 10/6),
pp. 399-458. Mrs. Frewen Lord's *Tales from Canter-
bury Cathedral** (Sampson Low, 1/6), pp. 73-121.

B   *Our Island Story*, pp. 94-140.

Geography.

A   *Ambleside Geography Books*, Book I.* (P.N.E.U. Office,
2/6), pp. 41-53; Book II.* (3/-), pp. 1-34; teacher to use
Reconstruction of Europe (P.N.E.U. Office, 9d.); six
map questions before reading letterpress, then reading
and narration; no additional matter should be intro-
duced. Philip's *Atlas of Comparative Geography**
(3/6 or 5/-). Be able to describe six places Father and
Mother have visited. Pace and make plans of the
length and breadth of four rooms, two passages and two
garden walks. Suitable tests under "P.U.S. Scouting"
(P.N.E.U. Office, 6d.).

B   *Ambleside Geography Books*, Book I., pages 1-11.
The Sheik's Daughter (Arabia) (Milford, 6d.). (1)
Describe and, (2), make in tray of sand, roads, parks,
streets, near home.

Natural History.

A & B Keep a Nature Note-Book (P.N.E.U. Office, 6d., and
see *Home Education*). Find and describe (a) six wild
fruits; watch, if possible, and describe (b) ten birds, (c)
five other animals. [*Countryside Rambles*, by W. S.
Furneaux (Philip, 2/6), may be used for special studies
(August to December) and for reference]. See also
Tests in Nature Lore ("P.U.S. Scouting.").

A   *Insect Life** ("Eyes and No Eyes Series," Cassell, 1/3),
chapters 7-12, inclusive. *Tommy Smith's Animals*,*
by E. Selous (Methuen, 2/9), pp. 143-207.

B   *Plant Life* ("Eyes and No Eyes Series," Cassell, 1/3),
chapters 1-5, 14-16, inclusive. *Tommy Smith at the
Zoo*, by E. Selous (Methuen, 2/9), pp. 53-110.

Picture Study (see *Home Education* for directions).

A & B Study reproductions of six pictures by Millais*
(P.N.E.U. Office, 2/- the set): teacher see notes in the
September No., 1924, of the *Parents' Review*.

Sums.

Teachers should use *The Teaching of Mathematics to
Young Children*, by I. Stephens (P.N.E.U. Office, 4d.).

A   Pendlebury's *New Concrete Arithmetic* (Bell, 5d.), Year
II.,* Term I., *or*, *A New Junior Arithmetic*, by
Bompas Smith (Methuen, 2/6), pp. 24-32, 34-38.
Multiplication Tables 7 and 11 (five minutes' exercise
in every lesson). Tables to be worked out in money
thus: $9 \times 7 = 63$; 63 pence = 5s. 3d.

B   Pendlebury, Year I.,* Term III., to be worked with
dominoes, beans, etc. Rapid mental work.

French.

A   *Le Livre Rouge* (Blackie, 3/-), pp. 5-15; *Cours de Français,
Méthode Orale*, Vol. I., by F. Thémoin (Hachette,
2/6), pp. 45-55. Optional, *French Fables in Action*,
by V. Partington (Dent, 1/9), pp. 24-31; children to
narrate. For Upper I A teacher will find useful *French
Reading for Little English People*, by E. R. Tetley,
containing 12 Nursery Rhymes with music (Jackson &
Sons, 8/6, letter box, 3/6).

B   *Illustrated French Primer*, by Henri Bué (Hachette &
Co., 2/6), pp. 23-29; 113-115, inclusive; words to be
taught orally with pictures; *or*, better, *Cours de
Français*, pp. 33-44.

Brushdrawing.

A & B Six wild fruits; six animals that you have been able
to watch; scenes from your *Tales*, in brushwork.
Memory drawings. Children should draw occasionally
with brush or chalk from memory. *Pencils should
not be used*. For chalk drawing, milled blackboards
(P.N.E.U. Office, 1/6 each) may be used. Paint-box
with specially chosen colours and brush (P.N.E.U.

Office, 2/6). For outline drawing: *What to Draw and How to Draw It* (Skeffington & Son, 3/6). Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Recitations.

A & B Recite a poem (each child may choose a different one). Learn a hymn and a Christmas carol. Learn *I. Kings* xvii., 1-6 ; (A), *St. Matthew* vi., 25-34, (B), ii., 7-12 ; *Psalm* 148.

Reading.

A Poetry and books used for History, Geography, and Tales ; *Red-Feather and Singing Bird* (Milford, 6d.).

B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock : The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son), *or*, *The Cat that was Lonesome* (Harrap, 6d.),

or, Children who can read may use *The Happy Reader*, Part II., by E. L. Young (Simpkin, Marshall & Co., 1/-), taught according to directions in preface, *or*, *Picture Tales from the Russian*, Book I. (Blackwell, 1/-), *or*, *Manuel's Adventures* (Spain) (Milford, 6d.). Children should visualise new words every day (see *Home Education*, page 240).

Music.

A & B *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6).

Musical Appreciation.

Programme of music by Dvorák (to be heard), *Parents' Review*, September, 1924.

Singing.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), *or*, *French Rounds and Nursery Rhymes* (Augener, 2/6).

A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 2/6), lessons 28-34. Two English songs : *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-).

B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), *or*, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

Drill.

A & B *The Joyous Book of Singing Games* (see above), *or*, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). *British Marches for Schools*, by Martin Shaw (Evans, 4/6). Ex-Students take House of Education Drills.

A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6).

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

A & B Help in house or garden. See also " P.U.S. Scouting " tests. *Rugwork*, Weldon's No. 77 (6d.). *The Little Girl's Sewing Book ; The Little Girl's Knitting Book* (R.T.S., 1/6 each), *or*, *The Children's Sewing Book*, (P.N.E.U. Office, 6d.). Make Christmas presents. Teachers will find suggestive *What shall we make ?* by M. La Trobe Foster (C.M.S., 1/-). Help the "Save the Children Fund" (42, Langham Place, London, W. 1). Use *The World of Paper*, Toy Book, by Forbicicchio (Willis & Co., four vols., 1/3 each).

A *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series III., 3-6.

B *Paper Folding*, by H. G. Paterson (P.N.E.U. Office, 2/6), (out of print), (materials 8d.), models 17-23, and two other original models on the same lines.

N.B. 1.—All children should spend two years (ages 7—9) in Form I.A. In the second year they should read their own books and sometimes write narration. Classes in the second year of I.A might be called " Upper I.A "

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I A.

N.B. 3.—Each child in A should have a copy of all books, etc., marked * and a set of the Pictures and materials. *One copy of the other books is sufficient.* The books from " Recitations " onwards are advisable but optional.

N.B. 4.—For methods of teaching the various subjects see *Home Education* (P.N.E.U Office, 5/6)

N.B. 5.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires *(not less)*, single and double lines ; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/- cotton, 2/9 silk). Boys' School Belts (2/-). Badges stencilled in washing colours on pale blue linen may also be obtained (4¼d. unmounted, 6d. mounted).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*

N.B. 7.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, P.U.S.

All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

N.B.—Members are asked to remember that an average child should cover the whole programme suitable for his age.

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FORM I., (A & B).

Pupils' Names ....

....

Bible Lessons.

A & B I. 1. Tell the story of Elijah and the poor widow of Zarephath, *or*, about Elijah and the coming of the rain.

2. Tell the story about Naaman and Elisha, *or*, one about Jonah.

II. 1. Tell the story about the Wise Men from the East.

2. Tell the story of Jesus and the sick man who was let down through the roof, *or*, of Jesus and Jairus' daughter.

Writing.

A   Write a line of poetry from memory.

B   Write, or print :—

"O moon ! in the night I have seen you sailing."

Tales.

A   1. Tell how Great-heart fought Giant Maul, *or*, about Mr. Fearing and his pilgrimage.

2. Tell about the arrival of Theseus at Crete, *or*, about the slaying of the Minotaur.

B   1. Tell a short fairy story, *or*, one of Æsop's Fables.

English History.

A   1. Tell the story of the Seven Bishops, *or*, about the Earl of Mar's hunting party.

2. What do you know about General Wolfe, *or*, about Richard Arkwright ?

3. Tell a story about King John and Stephen Langton, *or*, about Archbishop Walter and Saladin.

B   1. Tell about the Coronation of King Harold, *or*, about William of Normandy's message to King Harold and the answer.

2. Tell the story of Hereward the Wake, *or*, of the White Ship.

Geography.

A 1. Where are the hot and cold countries on the earth? Can you explain why they are hot or cold?

2. What is latitude? How is it measured? Give a diagram.

3. Give names to the following, and say where you would find them on a map of Europe,—three countries, an island, two mountain ranges, a peninsula, three rivers, three seas.

B 1. Why do we say that the world is a globe? How can we prove it?

2. Show by lines in which direction the streets go near your home.

3. Describe a storm in the desert.

Natural History.

A & B 1. Describe two kinds of wild fruits you have found, and two kinds of birds you have watched.

A 2. Tell all you can about a squirrel and his ways.

3. What do you know about the following,—a wasp's nest, the leaf-cutting bee, a cricket, a grasshopper?

B 2. Tell what you can about the African Elephant.

3. Can you tell why a plant has roots and leaves? What part of a plant is,—a potato, celery, an onion, a carrot?

Picture Study.

A & B Describe *The Boyhood of Raleigh.*

Sums

A 1. John and Mary had 7/6 each. They spent 5/3¾, 2/9, and 6/8½. How much money had they left between them?

2. How many 3oz. packets are there in 1¼lb., 2¾lb. and 1lb. of tea which are mixed together?

3. A piece of string is 11¾ feet long. How many pieces 3 inches long could be cut from it?

or, 1. Divide £461 : 12 : 0 by 18, and prove your answer by multiplication.

2. A man bought for a school as many fireworks at 1/9 each as he could for £5 : 8 : 6. How many did he buy?

3. A train leaves London at 9-10 a.m. and arrives at Liverpool at 2-10 p.m. How long does the journey take? If the distance is 210 miles, how many miles an hour is this?

B 1. A squirrel hid 49 nuts under one tree and 36 under another. By March, 57 of them had been eaten. How many were left?

2. At Christmas I sent off four parcels and five letters. The parcels needed sixpenny stamps and the letters three half-penny ones. How much did I spend on stamps?

3. A boy has six pieces of string, each 8 inches long. How many inches of string has he altogether; how many feet?

French* (oral only)

A 1. Say something in French about the picture on page 10 (*Livre Rouge*),

2. Tell in French about Minet boit du Lait.

B 1. What can you say in French about the pictures on pp. 25, 28 (Bué), *or*, page 36 (Thémoin)?

2. Recite *Noël*, *or*, *Les Trois Poules.*

Brushdrawing. ∗ (All work to be done with brush and in colour.)

1. Make a picture in brushdrawing for a fable or tale you have read, giving the title.

2. A brushdrawing of a wild fruit (from nature).

Recitations. ∗

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading. ∗

Father to choose unseen passage.

Music. ∗

Examine in work done and report progress.

Singing. ∗

Father to choose an English and a French song, and I.A, two tonic sol-fa exercises.

Drill. ∗

Drill, before parents.

Work. ∗

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report.*

N.B. 1.—Examination to begin on Monday, December 8th. Papers to be posted on Saturday, December 13th, *with no other enclosure.*

2.—Subjects thus indicated (∗) to be marked on the *Parents' Report* according to Regulations.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, (c) the name of the *member* does not appear, or (d) the totals of parents' marks are not given.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string and should be packed flat.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools. In Schools the examination of children in I.B is optional, but a teacher's P.U.S. Report on one child's oral work may be sent up.

Programme 100.† L₂

$\left(\begin{array}{l}\text{September to December, 1924.}\\\text{January to March, 1925, in the Dominions.}\end{array}\right)$

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FORM II. (A and B).

Pupils' Names.............. ....

....

Bible Lessons.

In all cases the Bible text must be read and narrated without comment.

A & B For Bible passages see *The Bible for the Young*, by Dr. Paterson Smyth : (*a*) *Prophets and Kings*, pp. 50-67 ; new edition, pp. 98-125 (omit questions), (P.N.E.U. Office, 2/-). (*b*) *St. Matthew's Gospel*, lessons i.-vii., inclusive (P.N.E.U. Office, 2/-). [Suitable parts from *I. Kings* xvi., v. 29,-xix., xxi., xxii., *II. Kings*, ii., iv., v., xiv., and *Jonah*, and from *St. Matthew* i-ix., v. 35, inclusive.] Teacher to study Lesson (from Paterson Smyth) to bring the passage home to the children, adding comments if necessary. Children may use S.P.C.K. *Bible Atlas* (1/-).

A & B Sunday Reading (optional) : (*a*) *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). (*b*) *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). (*c*) *Helps to the Study of the Bible* (Oxford Press, 3/6). (*d*) *The Book of the Long Trail*, by Sir Henry Newbolt (Longmans, 2/6), pp. 118-171, omit questions and notes. (*e*) *Jan of the Windmill*, by Mrs. Ewing (Bell, 4/-).

Sunday occupations :

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes and texts written in beautiful lettering on good paper (see " Bridges").

† The 100th term of work set since the Parents' Union School began.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), *or*, *Lectiones* (Spottiswoode, 1½d. each, 1924). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

Writing.

A & B *A New Handwriting** (very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *As You Like It*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and citizenship. Words not known to be visualised (see *Home Education*, pp. 240-243).

Composition (written or oral. Narration daily after each lesson).

A Stories from work set in (*a*) History and Reading, *or*, (*b*) events of the day, etc., from well-written papers. Write, in prose or verse, on " The Thames."

B Stories from the term's reading. Children in B who cannot write easily may narrate part.
Take the P.U.S.A. Magazine (c/o Miss N. Pott, P.N.E.U. Office, 3/3 a year), and send a contribution in verse or prose.

English Grammar.

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.

A Meiklejohn's *Short English Grammar** (2/-), pp. 79-106, (for analysis see pp. 141-167), *or*, *The Parts of Speech and their Uses,** by H. W. Household (Macmillan, 1/9), pp. 85-105.

B *Short English Grammar,** pp. 1-9, teacher adding exercises, *or*, *The Parts of Speech,** pp. 27-39.

English History.

A & B *A History of England,** by H. O. Arnold-Forster (Cassell, 8/6), (1714-1780), pp. 600-671.
Take the *Home and Classroom* section of *The Times*: order direct from *Times* Office (6/- yearly).

French History.

A *A First History of France,** by L. Creighton (Longmans, 5/-), pp. 218-230, to be contemporary with English History.

B *Stories from French History,** by E. C. Price (Harrap, 5/-), pp. 219-234 (or work with II. A),
or, A & B *The Story of France,** by Mary Macgregor (Jack, 10/6), (1714-1780).

General History.

A *The British Museum for Children,** by Frances Epps (P.N.E.U. Office, 3/3), chapter 6. Teacher study preface. *The Ancient World,** by A. Malet (Hodder & Stoughton, 3/6), pp. 1-30.
Keep a Book of Centuries (P.N.E.U. Office, 2/3, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

Citizenship.

A North's Plutarch's *Lives: Pompey** (Blackie, 1/-), pp. 1-64. Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Citizen Reader,** by H. O. Arnold-Forster (Cassell, 2/6), pp. 120-161.

B *Stories from the History of Rome,** by Mrs. Beesly (Macmillan, 2/6), pp. 1-61.

Geography.

A & B In all cases map questions to be answered from map *before each lesson*; then reading and narration; memory sketch maps. (1) *The Ambleside Geography Books*, Book III.: *The Counties of England* (P.N.E.U. Office, 4/-), pp. 180-212. (2) *Round the Empire*, by Sir George Parkin (Cassell, 3/-), pp. 122-151 [II.B, Friday, 9-50—10-20]. (3) *Our Sea Power,** by H. W. Household (Macmillan, 2/-), pp. 24-51, *or* Hakluyt's *English Voyages** (Marshall, 3/-), pp. 145-190. (4) Philips' *Modern School Atlas of Comparative and Commercial Geography** (7/6), see maps, Part I., Nos. 18, 20, 21, 22, 25, 31, Part II., Nos. 5-16. Ten minutes' exercise on the map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-); *The Clarendon Geography* (Oxford Press, 4/-), Vol. 1, Part 2; see also tests under "P.U.S. Scouting" (P.N.E.U. Office, 6d.).

Natural History, etc.

A *Life and Her Children,** by Arabella Buckley (Macmillan, 6/-), pp. 269-301.

B *Life and Her Children,** pp. 66-102.

A & B *The Sciences,** by E. S. Holden (Ginn & Co., 4/-), pp. 34-71 (children should make the experiments where possible), *or*, (A), *An Introduction to Elementary Botany*, by C. L. Laurie (Allman, 1/6), chapters 10-14, inclusive. Keep a Nature Note-book (P.N.E.U. Office, 6d., and see *Home Education*). Make special out-door studies for August to December with drawings and notes, *e.g.*, of seed dispersal. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-); *or*, *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6), may be used. Tests under Scouting and Guiding, *or* "P.U.S. Scouting" (P.N.E.U. Office, 6d.).

Picture Study.

A & B Reproductions* of six pictures by Millais (P.N.E.U. Office, 2/-). Teacher see notes in the September *Parents' Review*, 1924.

Arithmetic.

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,* by Bompas Smith (Methuen, 2/6), pp. 97-115. Revise Tables.

B *A New Junior Arithmetic*,* pp. 34-52, *or*, continue. Much care with tables and rapid oral work. For teachers occasional use *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).
Important : to be read in leisure time : *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry or Algebra (2nd year in II.A).

Beginners may work from *Practical Geometry*, by H. Hall and F. Stevens (Macmillan, 2/-), taking examples from pp, 1-78.
A School Geometry,* Part I., by H. Hall and F. Stevens (Macmillan, 1/6), pp. 28, 30-33, 74, 76 ; *or*, *A School Algebra*,* by H. S. Hall (Macmillan, 3/6), pp. 10, 26-31. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Latin.

A Scott and Jones' *First Latin Course*,* (Blackie, 2/6), pp. 1-21 ; continuous passages to be followed by narration.

or. *Young Beginners' First Latin Book*,* (Murray, 2/6), pp. 11, 12, 13, 28-31 ; with corresponding exercises, questions, and vocabularies.

French.

Siepmann's *Primary French Course*,* Part I. (Macmillan, 3/-) : teacher study Preface and read Lesson aloud, translating with the children's help ; children afterwards narrate in French. (A), Lessons 23-26, (B), 4-6, inclusive, with grammar and exercises ; *or*, better, *Cours de Français. Méthode Orale*,* Book 2, by F. Thémoin (Hachette, 2/6), (A), pp. 63-72 ; (B), 26-37. Optional, for narration, *Le Petit Bonhomme* (Blackie, 6d.).

A & B *French Songs*, by Violet Partington (Dent, 1/-). Teacher will find useful, (A), *Frimousset*, by Jaboune & Pinchon (Evans, 2/6), *or*, (B), *French Reading for Little English People*, by E. R. Tetley, containing 12 Nursery Rhymes with Music (Jackson & Sons, 8/6, Letter Box, 3/6).

Drawing.

Teacher should consult : *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).
Studies of objects in the house, following method in, but not copying, *The Art of Drawing*, Album 5 (Philip & Tacey, 1/3). Design Christmas calendars with beautiful lettering
Six (*a*) wild fruits, (*b*) studies of animals, that you have been able to watch, in brushdrawing. Original brushdrawings from scenes in books set for reading.

Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)* : *pencil must not be used*. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (*a*) Two suitable passages of about twelve verses each from I. *Kings*, xix., and St. *Matthew's Gospel*, viii. (*b*) Psalm 96, (*c*) a Christmas carol, (*d*) one of Wesley's hymns, (*e*) a scene from Shakespeare's *As You Like It*, *or*, two poems from *Lyra Heroica* (Macmillan, 3/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualised every day.
Shakespeare's *As You Like It*,* (Blackie ; Plaintext Edition, 6d.).

A Scott's *Rob Roy*,* (Nelson, 1/6). Bulfinch's *Age of Fable*,* (Dent, 2/-), pp. 97-127.

B *The Heroes of Asgard*,* (Macmillan, 4/6), pp. 59-108. *With Clive in India*,* by G. A. Henty (Blackie, 3/6).

Music.

Continue *Child Pianist* (Curwen & Son) ; teacher using the *Teacher's Guide* (revised edition, 7/6). See also Programme of Music.

Musical Appreciation.

Programme of Music (Dvorák) to be heard : see *Parents' Review*, September, 1924.

Singing. (See Programme of Music, September P.R.)

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-) ; learn two Christmas carols. Three French songs : *Voyez Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 13-16, inclusive (Curwen & Son, 2/6) : *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 24-27 (Curwen, 2/6).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil J. Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Ex-Students take House of Education Drills. Teacher may find useful *How to Teach School Dances* (Evans, 4/6).

Work.

Teacher should consult : *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Help in house or garden. Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-) : make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) Make Christmas presents. Boys make toys (Weldon's No. 49, 6d.). Girls dress a doll (Weldon's, No. 17, 6d.). Boys and girls mend clothes from the wash each week : *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help in an entertainment for the "Save the Children Fund," address : 24 Langham Street, London, W.1. Teacher would find useful *What shall we make ?* by M. La Trobe Foster (C.M.S., 1/6). See also tests under Scouting and Guiding, *or* "P.U.S. Scouting."

N.B. 1.—In home schoolrooms where there are children in A as well as in B both forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (ages, say, 10—12).

N B 2.—Each child should have a copy of all books, etc. marked * and a set of the Pictures and materials. *One* copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 3.—In Grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 4.—For methods of teaching the various subjects see *Home Education* (P.N.E.U Office, 5/6)

N.B. 5.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires *(not less)*, single and double lines ; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6. metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/- cotton, 2/9 silk). Boys' School Belts (2/-). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review.*

N.B. 7.—This Programme is for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, P.U.S.

All letters *re* School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

N B.—Members are asked to remember that an average child should cover the whole programme suitable for his age ; also that provision is made for holiday and evening reading, occupations and hobbies.

Parents' National Educational Union.

The Parents' Union School.

(*Address :* THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : " *I am, I can, I ought, I will.*"

FORM II., (A & B).

PUPILS' NAMES..

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Bible Lessons.

I. A & B 1. Give an account of the parting of Elijah and
     Elisha.
    2. Tell the story of Elisha and the Shunamite woman.
  A   3. Describe the vision of God that came to Elijah on Mount
     Horeb.

II. A & B 1. What do you know of John the Baptist? How
     did he live? What did he say to the crowds who
     came to him?
    2. "Then was Jesus led up . . . . to be tempted of the
     devil." Describe two of the temptations.
  A   3. Mention some of the laws of the Kingdom of Heaven.
     What does our Lord teach about *(a)*, the beam and
     the mote, *(b)*, being anxious, *(c)*, prayer?

Writing. (Writing is also considered separately in each written answer).

  A, (4), B, (2), lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each
      written answer).
   As You Like It.
II B   Act II., Scene 7, "Blow, blow . . . rude."
II A   Act II., Scene 1, "Sweet . . . thing."

Composition. (Composition is also considered separately in the written
      answers).
   1. A short story in prose *or* verse about one of the fol-
     lowing,—Suttung and the Dwarfs, Cadmus, leaves
     in autumn, Alexander Wollaston, Clive (II. B, only),
     Bailie Nicol Jarvie, Touchstone.
   2. Describe a scene from *As You Like It*, *or*, from
     Rob Roy.

English Grammar.

A.   1. Analyse, parsing the words in italics,—
    " And the whale it *whisked*, the porpoise rolled,
    And the dolphins bared *their* backs of *gold*,
    And *never was heard* such an *outcry wild*
    As welcomed to life the ocean-child !"
   2. Give six examples, each, in sentences of *(a)* compound
    nouns, *(b)* compound verbs, *(c)* compound adverbs,
    or, *(a)* adjectival clauses, *(b)* adverbial clauses.

B.   1. Parse each word in lines 2 and 3 above.

2. Use the following words in sentences and say what part of speech each is,—(a), himself, below, from, behind (two ways), but ; or, (b), box, hold, fear, ring, look (two uses of each).

English History.

A & B 1. What do you know about the following,—(a), the "South Sea Bubble," (b), "the Young Pretender" and his friends, (c), the loss of Minorca?

   2. Give an account of General Wolfe and his victory at Quebec.

A 3. Write a short account of Lord Clive and show how much we owe to-day to his wise statesmanship.

French History.

A 1. Give some account of the Government of France under the Regent and Dubois.

   2. What do you know of (a), The Seven Years' War, (b), The Treaty of Paris?

or, B. 1. Describe how Turgot laid his plans for helping France before Louis XVI.

General History.

A 1. Why did the Egyptians worship the Nile as a God?

   2. What do you know of the scribes of Ancient Egypt?

   3. Describe the contents of two of the cases in the Gold Room at the British Museum.

Citizenship.

A 1. Pompey "was for many occasions beloved." Describe two of these and say what you know of his personal appearance.

   2. What are taxes? How are direct taxes collected? In what ways does everyone pay indirect taxes?

B 1. Tell the story of Horatius.

Geography.

A 1. Describe, with a rough sketch map, the north bank of the Thames.

   2. "The contrast between Australia and Canada is very great." Explain this. Describe (a) the sheep-runs of New South Wales, (b), "Broken Hill."

   3. Show how the desire for spices led to many a dangerous voyage of discovery.

or, 3. Give, as far as you can, the report of Virginia made by Thomas Heriot.

B 1. What counties border Berkshire? Describe (a) the Vale of the White Horse, (b), Windsor Castle.

   2. Tell what you know about Tasmania.

   3. Give an account (a), of Prince Henry the Navigator, or, (b), of Master Thomas Candish at Java.

Natural History.

A 1. Describe the weapons with which an ant is provided and say to what use they are put.

   2. What is to be said about (a), the distance, climate, and "canals" of the planet Mars? (b), Zodiacal Light, (c), Nebulæ?

A & B 3. Describe, with drawings if possible, three ways in which plants scatter their seeds.

B 1. What do you know of (a), the coral insect, (b), the common star-fish? How does a star-fish walk?

   2. Explain why the moon looks sometimes like a ball of light and sometimes is only sickle-shaped.

Picture Study.

A & B. Describe Millais' "Christ in the carpenter's shop."

Arithmetic.

A 1. If 297 motors pass me on a road and $\frac{3}{11}$ of them are Ford cars, how many of them are of other kinds?

   2. Simplify $15\frac{1}{7} - (\frac{1}{8} - \frac{1}{28})$ and $\frac{2}{3}(\frac{3}{8} + \frac{7}{12}) - \frac{1}{5} \div \frac{3}{10}$.

   3. A man left his widow $\frac{7}{28}$ of his money and divided the rest equally among his three sons. Each son received £320. What did the widow receive?

B 1. If a cart carries a load of 1 ton, 8 cwts. of bricks, how much will 27 carts carry which are only half full?

   2. How long would it take to go a journey of 235 km. 500 m. at a kilometre a minute?

   3. A packing-case is $2\frac{1}{2}$ ft. long, $1\frac{1}{2}$ ft. deep and 2 ft. wide. How many cubic inches will it hold? How many cubic feet?

Geometry.

A 1. At a given point O, on the straight line A B, make an angle P O B, equal to a given angle C D F (proof).

   2. If one side of a triangle is greater than another, then the angle opposite to the greater side is greater than the angle opposite to the less,

or, Algebra.

   1. Find the sum of $5a - 7b + c$ and $3b - 3a$, and subtract the result from $c - 4b$. What is the value of the answer when $a = 5$, $b = 3$, $c = 15$?

   2. A bookshelf has x shelves, each holding y books, and s shelves each holding n books. Express algebraically the total number of books. What is the numerical equivalent when $x = 12$, $y = 18$, $s = 9$, and $n = 24$?

Latin

A 1. Translate into Latin § 4 A, page 68, 1-6 (Scott), or, page 98, § A 1-8 (Smith).

   2. Answer, in Latin, questions 7-14, page 7 § 11, (Scott), or, translate into Latin page 108 § A, 1-6 (Smith).

   3. Construe each word, page 13 § 22, sentences 1, 3, 5, 7, (Scott), or, give the comparative and superlative of *altus, felix, liber, facilis, bonus*.

French.

A 1. Tell, in French, the story of *Le Crapaud* (Siepmann, p. 99), or, describe "*Une journée au bord de la mer.*"

   2. Ask and answer, in French, six questions about "*La Vaniteuse* (Siepmann, p. 24), or, about *Le Voyage* (Thémoin) using verbs in the Conditional and Future Tenses.

B 1. Say what you can in French about *M. Dubois, Georges, Henri* and *Marguerite*, on p. 19 (Siepmann), or, about "*Maman achète une ombrelle.*"

2. Ask 6 questions in **French, us**ing each person of the present tense of *avoir*.

Drawing.

1. An original illustration about "A North-west Passage," *or*, from *As You Like It*.
2. Some wild fruits from nature.

Musical Appreciation.

What works of Dvořák have you heard this term? Tell what you can about one of them.

Recitations.

Father to choose a hymn, a poem, *or*, a scene from *As You Like It*, and two passages from the Bible Lessons.

Reading. ✳

Father to choose unseen passage.

Music. ✳

Examine in work done and report progress.

Singing. ✳

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill. ✳

Drill, before parents.

Work. ✳

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

———

N.B. 1.—Examination to begin on Monday, December 8th. Papers to be posted on Saturday, December 13th, *with no other enclosure*.

2.—Subjects thus indicated (✳) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when *(a)* there is no numbered list of the subjects sent for examination, *(b)* the papers for each child are not fastened together, *(c)* the name of the *member* does not appear, or *(d)* the totals of parents' marks are not given.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string and should be packed flat.

5.—Please note carefully *(a)* the amount of written work expected in Form I., *(b)* the Regulations as to the number of papers to be sent in by Schools. In Schools the examination of children in I.B is optional, but a teacher's P.U.S. Report on one child's oral work may be sent up.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form *(a)*, how the pupil has worked during the term; *(b)*, if there has been any handicap on account of illness during the term; *(c)*, the reason for the omission of subjects in the examination.